



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 11971472
District: MSAD 03
School: Monroe Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

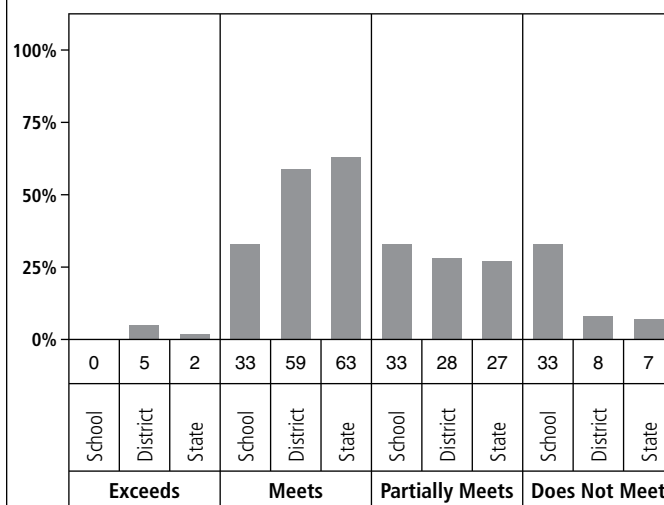
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: MSAD 03
School: Monroe Elementary School

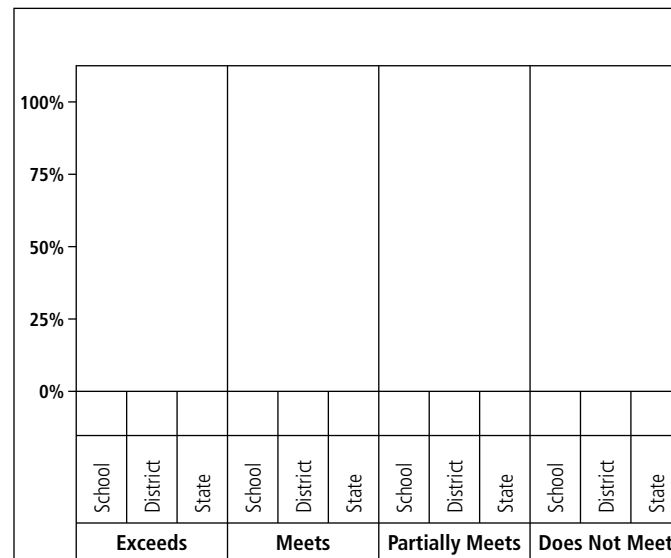
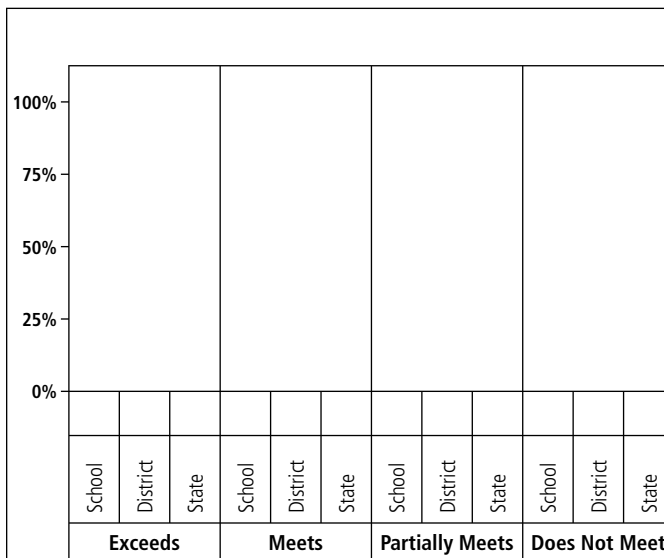
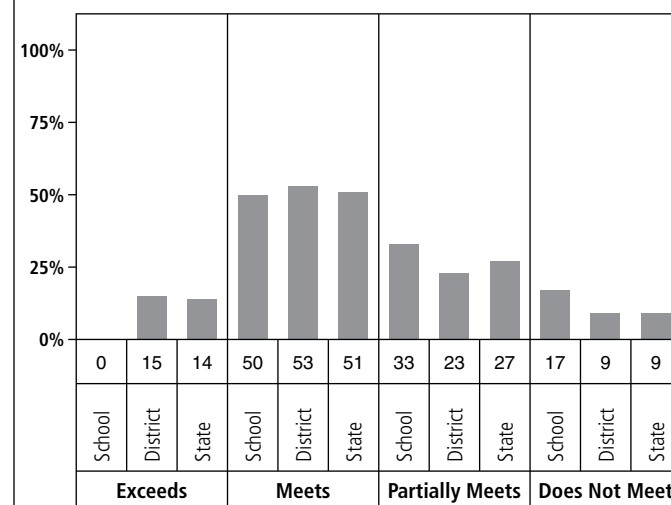
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	339	341	345
2006–2007	337	345	345
Cum. Avg. *	338	343	345
Mathematics			
2005–2006	340	342	344
2006–2007	342	347	347
Cum. Avg. *	341	345	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
Grade: 3
District: MSAD 03
School: Monroe Elementary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		7	100	106	100	14114	100	7	100	105	99	14000	99	7	100	105	99	14001	99												
Ethnicity	African American	0	0	0	0	374	3	0	0	0	0	367	98	0	0	0	0	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	0	0	0	0	252	2	0	0	0	0	246	98	0	0	0	0	249	99												
	Hispanic	0	0	0	0	179	1	0	0	0	0	173	97	0	0	0	0	173	97												
	White	7	100	106	100	13196	93	7	100	105	99	13121	100	7	100	105	99	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		1	14	14	13	2445	17	1	100	14	100	2425	99	1	100	14	100	2422	99												
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged		6	86	60	57	5495	39	6	100	60	100	5447	99	6	100	60	100	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	6	86	84	79	11043	78	6	86	89	84	11094	79												
Identified disability (PET/IEP)	0	0	8	10	602	5	0	0	8	9	627	6												
LEP	0	0	0	0	162	1	0	0	0	0	169	2												
504 plan	0	0	0	0	99	1	0	0	1	1	101	1												
Participation with accommodations	0	0	19	18	2782	20	0	0	14	13	2747	19												
Identified disability (PET/IEP)	0	0	4	21	1659	60	0	0	4	29	1639	60												
LEP	0	0	0	0	156	6	0	0	0	0	162	6												
504 plan	0	0	1	5	59	2	0	0	0	0	57	2												
Other	0	0	14	74	936	34	0	0	10	71	915	33												
Participation through alternate assessment (PAAP)	1	14	2	2	168	1	1	14	2	2	160	1												
Identified disability (PET/IEP)	1	100	2	100	164	98	1	100	2	100	156	98												
LEP	0	0	0	0	1	1	0	0	0	0	1	1												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0																		
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0												
Non-participation – other	0	0	1	1	104	1	0	0	1	1	102	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: MSAD 03
School: Monroe Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	1	1	352	3
	2006-2007	0	0	5	5	332	2
	Cum. Avg.	0	0	3	3	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	5	50	49	49	8641	62
	2006-2007	2	33	61	59	8691	63
	Cum. Avg.	4	44	55	54	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	2	20	35	35	3671	27
	2006-2007	2	33	29	28	3781	27
	Cum. Avg.	2	22	32	31	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	30	16	16	1163	8
	2006-2007	2	33	8	8	1021	7
	Cum. Avg.	3	33	12	12	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	20.3	44.1	27.9	60.7	28.0	60.9
Literary Text	28	61	12.8	45.7	17.6	62.9	17.9	63.9
Informational Text	18	39	7.5	41.7	10.2	56.7	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 03
 School: Monroe Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	0	0	2	33	2	33	2	33	337	103	5	59	28	8	345	13825	2	63	27	7	345
Ethnicity																						
African American	0										0						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	0										0						241	2	68	22	8	345
Hispanic	0										0						168	0	50	33	17	341
White	6	0	0	2	33	2	33	2	33	337	103	5	59	28	8	345	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	0										12	0	42	42	17	341	2261	0	33	46	21	338
No	6	0	0	2	33	2	33	2	33	337	91	5	62	26	7	345	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	5	0	0	2	40	2	40	1	20	339	59	3	56	31	10	343	5360	1	50	36	13	342
No	1										44	7	64	25	5	347	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	6	0	0	2	33	2	33	2	33	337	103	5	59	28	8	345	13821	2	63	27	7	345
Gender																						
Female	2										53	6	68	21	6	346	6861	3	67	24	6	346
Male	4										50	4	50	36	10	343	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										25	0	40	48	12	340	2092	0	36	48	15	339
No	4										78	6	65	22	6	346	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	6	0	0	2	33	2	33	2	33	337	103	5	59	28	8	345	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 03
School: Monroe Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										7	0	71	29	0	345	5	1	41	40	18	340
B. less than one hour	100	0	0	1	25	1	25	2	50	335	82	6	61	24	9	345	80	3	66	26	6	346
C. one to two hours	0										8	0	50	50	0	344	12	2	60	29	9	344
D. more than two hours	0										3	0	33	33	33	337	3	0	30	41	29	336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	0										36	12	65	21	3	348	27	4	63	26	8	346
B. They match some of what I have learned.	100	0	0	0	0	1	33	2	67	329	38	3	61	28	8	344	49	2	69	24	5	346
C. They match just a little of what I have learned.	0										15	0	64	36	0	345	16	1	57	33	9	343
D. There is no match.	0										11	0	40	40	20	340	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	67	0	0	1	50	0	0	1	50	339	44	5	67	21	7	347	42	4	67	22	7	346
B. good	0										45	7	52	32	9	344	46	2	63	29	7	345
C. fair	33	0	0	0	0	1	100	0	0	334	8	0	63	38	0	344	9	1	51	38	10	342
D. poor	0										3	0	67	33	0	341	2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	0	0	0	0	1	100	328	21	0	48	29	24	338	22	1	50	36	13	342
B. about the same as my regular schoolwork	50	0	0	0	0	1	50	1	50	330	51	6	68	24	2	347	55	3	69	24	5	346
C. easier than my regular schoolwork	25	0	0	1	100	0	0	0	0	350	28	7	54	32	7	345	23	2	62	28	9	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	25	0	0	0	0	1	100	0	0	334	14	8	31	46	15	341	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	50	0	0	0	0	0	0	2	100	327	54	4	63	23	10	345	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	25	0	0	1	100	0	0	0	0	350	32	6	65	26	3	347	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	25	0	0	0	0	0	0	1	100	326	17	0	71	18	12	344	19	4	65	25	7	346
B. 20 minutes to an hour	50	0	0	1	50	0	0	1	50	339	41	12	61	20	7	347	47	3	68	24	5	346
C. less than 20 minutes	0										22	0	68	27	5	346	19	1	59	32	8	344
D. I rarely read at home.	25	0	0	0	0	1	100	0	0	334	19	0	37	53	11	340	15	1	51	35	14	342
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	1	100	0	0	0	0	350	30	3	48	41	7	343	26	2	57	32	10	343
B. six to ten pages	25	0	0	0	0	0	0	1	100	326	19	5	63	21	11	347	23	2	64	27	7	345
C. eleven or more pages	50	0	0	0	0	1	50	1	50	331	51	6	66	22	6	346	51	3	66	25	6	346
Optional school/district question																						
A.	0										20	0	0	100	0	336						
B.	0										0											
C.	50	0	0	0	0	1	100	0	0	334	40	0	0	50	50	329						
D.	50	0	0	0	0	0	0	1	100	326	40	0	50	0	50	336						

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: MSAD 03
School: Monroe Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	6	6	1295	9
	2006-2007	0	0	15	15	1985	14
	Cum. Avg.	0	0	11	11	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	6	60	45	45	6852	49
	2006-2007	3	50	55	53	6990	51
	Cum. Avg.	5	56	50	49	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	3	30	37	37	4081	29
	2006-2007	2	33	24	23	3673	27
	Cum. Avg.	3	33	31	30	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	10	13	13	1638	12
	2006-2007	1	17	9	9	1193	9
	Cum. Avg.	1	11	11	11	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.5	50.0	8.1	54.0	7.7	51.3
Cluster 2: Shape and Size	14	29	8.8	62.9	9.5	67.9	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	2.8	56.0	3.7	74.0	3.3	66.0
Cluster 4: Patterns	14	29	9.3	66.4	10.1	72.1	9.8	70.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 03
 School: Monroe Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	0	0	3	50	2	33	1	17	342	103	15	53	23	9	347	13841	14	51	27	9	347
Ethnicity																						
African American	0										0						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	0										0						247	16	51	22	11	347
Hispanic	0										0						168	7	42	32	20	339
White	6	0	0	3	50	2	33	1	17	342	103	15	53	23	9	347	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	0										12	0	33	33	33	334	2266	6	34	39	21	338
No	6	0	0	3	50	2	33	1	17	342	91	16	56	22	5	348	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	5	0	0	3	60	1	20	1	20	344	59	8	47	31	14	343	5371	7	44	34	14	342
No	1										44	23	61	14	2	352	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	6	0	0	3	50	2	33	1	17	342	103	15	53	23	9	347	13837	14	51	27	9	347
Gender																						
Female	2										53	17	49	30	4	347	6865	14	50	27	9	347
Male	4										50	12	58	16	14	346	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										25	8	36	36	20	338	2098	3	37	43	17	338
No	4										78	17	59	19	5	350	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	6	0	0	3	50	2	33	1	17	342	103	15	53	23	9	347	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 03
School: Monroe Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										7	14	71	14	0	349	5	7	38	34	21	339
B. less than one hour	100	0	0	1	25	2	50	1	25	336	82	16	54	23	7	348	80	16	52	26	6	348
C. one to two hours	0										8	13	38	25	25	341	12	12	50	28	10	346
D. more than two hours	0										3	0	33	33	33	332	3	3	26	34	37	332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	0	0	0	0	0	0	1	100	324	42	23	62	13	3	353	37	20	52	22	6	350
B. They match some of what I have learned.	33	0	0	1	100	0	0	0	0	348	39	17	50	17	17	346	44	13	54	26	7	347
C. They match just a little of what I have learned.	0										9	0	38	50	13	338	13	8	45	34	13	342
D. There is no match.	33	0	0	0	0	1	100	0	0	332	11	0	30	60	10	334	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	0										38	16	54	22	8	348	40	21	50	21	8	349
B. good	25	0	0	1	100	0	0	0	0	348	43	17	62	14	7	349	46	12	53	28	7	347
C. fair	50	0	0	0	0	1	50	1	50	331	15	13	33	47	7	342	12	6	46	36	11	342
D. poor	25	0	0	0	0	1	100	0	0	332	3	0	33	67	0	341	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	0	0	1	100	0	0	0	0	348	11	0	64	27	9	343	15	5	38	38	19	339
B. about the same as my regular schoolwork	25	0	0	0	0	0	0	1	100	324	54	17	56	19	9	348	56	15	54	25	6	348
C. easier than my regular schoolwork	50	0	0	0	0	2	100	0	0	335	35	17	46	29	9	346	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	0	0	0	0	0	0	1	100	324	42	20	48	18	15	347	32	11	47	32	11	344
B. two or three days a week	50	0	0	1	50	1	50	0	0	343	32	13	55	26	6	345	32	17	53	24	6	349
C. two or three times each month	0										19	17	56	22	6	350	27	18	54	22	6	350
D. never	25	0	0	0	0	1	100	0	0	332	7	0	57	43	0	344	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	25	0	0	0	0	0	0	1	100	324	12	0	50	25	25	339	7	4	33	43	20	337
B. two or three days a week	0										8	0	13	38	50	330	20	11	51	29	9	346
C. two or three times each month	25	0	0	0	0	1	100	0	0	338	39	24	50	24	3	351	46	19	54	21	5	350
D. never	50	0	0	1	50	1	50	0	0	340	40	15	62	21	3	348	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	50	0	0	0	0	1	50	1	50	331	22	14	38	29	19	341	15	7	41	38	14	341
B. 30–45 minutes	0										23	5	77	14	5	348	31	13	53	27	7	347
C. 45–60 minutes	0										20	5	58	32	5	345	32	18	53	22	6	349
D. more than 60 minutes	50	0	0	1	50	1	50	0	0	340	35	29	44	18	9	351	22	17	50	24	9	348
Optional school/district question																						
A.	0										20	0	0	100	0	334						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	324	40	0	0	0	100	322						
D.	50	0	0	0	0	1	100	0	0	332	40	0	50	50	0	340						